

ALSDE State Selection Process: Textbooks & High-Quality Instructional Materials



Design Process

Previous Process

One section:

- Focused exclusively on alignment to COS standards

Open Education Resources (OER)
not included in review



Revised Process

Four sections:

- Non-Negotiables
- Alignment to ACOS standards & NAEP Framework
- Classroom Application
- Additional Criteria for Superior Quality

Open Education Resources (OER)
included in review

Previous ELA State Textbook Review Form

TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE K (STANDARDS)

Reading Standards for Literature - Key Ideas and Details – Students will:

2. With prompting and support, ask and answer questions about key details in a text [RL.K.1]	Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):
Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed;	Portions of the standard that are missing or not well developed in the instructional material (if any): Rating: _____ 2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard

Revised State Textbook Review Form (DRAFT)

SECTION 3: CLASSROOM APPLICATION

Directions for reviewers using this rubric:

Indicate your findings based on the extent to which the criteria were met using 1-4 rating scale. Ratings are equivalent in point value. To determine the percentage of indicators met, divide total points obtained by 165 possible points.

4--Exceeds Expectations: All materials reviewed indicate high-quality; none indicate low quality.

3--Meets Expectations: Most or all evidence indicates high quality; little to none indicates low quality. Materials may not be perfect, but Alabama educators and students would be well served and strongly supported by them.

2--Partially Meets Expectations: Some evidence indicates high quality, while some indicates low quality. Alabama educators would benefit from having these materials but need to supplement or adapt them substantively to serve their students well.

1--Does Not Meet Expectations: Little to no evidence indicates high quality; most or all evidence indicates low quality. Materials would not substantively help Alabama educators and students meet the state's expectations for teaching and learning.

IE--Insufficient Evidence: More evidence is needed before a rating can be justified. If you are unsure about a rating because you lack relevant information, be sure to choose this option instead of "defaulting" to a rating of Partially Meets Expectations.

Content

Alignment with Curriculum

1. The content aligns with the standards for grade level and expected learning outcomes.	1	2	3	4	IE
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Rating Scale

Previous Process

Scale of 1-3:

- 0: Does not meet criterion
- 1: Partially meets criterion
- 2: Meets criterion



Revised Process

- Definitions of Ratings with Specific Qualifiers
- Utilizes criteria applicable to all content/subject areas, while also providing areas of focus specific to a content/subject area(s).
- Scale of 1-4, with the addition of IE (Insufficient Evidence)
 - 4: Exceeds Expectations
 - 3: Meets Expectations
 - 2: Partially Meets Expectations
 - 1: Does Not Meet Expectations
 - IE: Insufficient Evidence

Required Components/Evidence

Previous Process

State Textbook Committee is required to locate and provide evidence of standards alignment

Rubric was not included in Vendor Request for Bid (RRB) Packet



Revised Process

Vendor/Publisher must provide specific evidence for committee to complete the review:

- Evidence of alignment to ALCOS & NAEP Framework
- Evidence of alignment to ACAP, including ACT with Writing & ACT WorkKeys
- Evidence of additional components, including formative assessments, scope and sequence, etc.

**Alabama State Department of Education
High-Quality Instructional Materials Review Form
<Course Name >**

FINAL EVALUATION

Compile the results for all sections to make a final recommendation for the instructional material(s) under review.

SECTION	SCORE	
SECTION 1: <i>NON-NEGOTIABLES</i>	YES	NO
SECTION 2: <i>ALIGNMENT TO ALABAMA COURSE OF STUDY STANDARDS</i>		
SECTION 3: <i>CLASSROOM APPLICATION</i>		
SECTION 4: <i>ADDITIONAL CRITERIA OF SUPERIOR QUALITY</i>		
TOTAL		
FINAL RECOMMENDATION FOR THE INSTRUCTIONAL MATERIAL(S): Choose one: Tier I, Exemplifies Quality 90% - 100% Tier II, Approaching Quality 80% - 89% Tier III, Not representing Quality 79% and below		